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ABSTRACT

Although mentoring alone cannot remove all of the obstacles that many of the neediest youth face, it can be an extraordinarily important part of the solution. This book is intended as a guide for employers, community-based organizations, college students, senior citizens, or others who are interested in starting a mentoring program to help prepare adolescents for college attendance. In addition to practical information about starting and operating a program, interspersed throughout are examples of successful programs, as well as resources to call upon for more information and support. In many cases the experiences of these groups and organizations may be the most helpful resource for those developing a mentoring program. This guide is divided into three sections. Section 1 is devoted to questions and answers concerning mentoring programs. Section 2 provides guidelines for the development of mentoring programs, from the first steps of program planning to recruiting and training mentors to running and evaluating the program. Finally, Section 3 provides additional profiles and relevant resources to aid those interested in beginning such a program. (Author/MKA)

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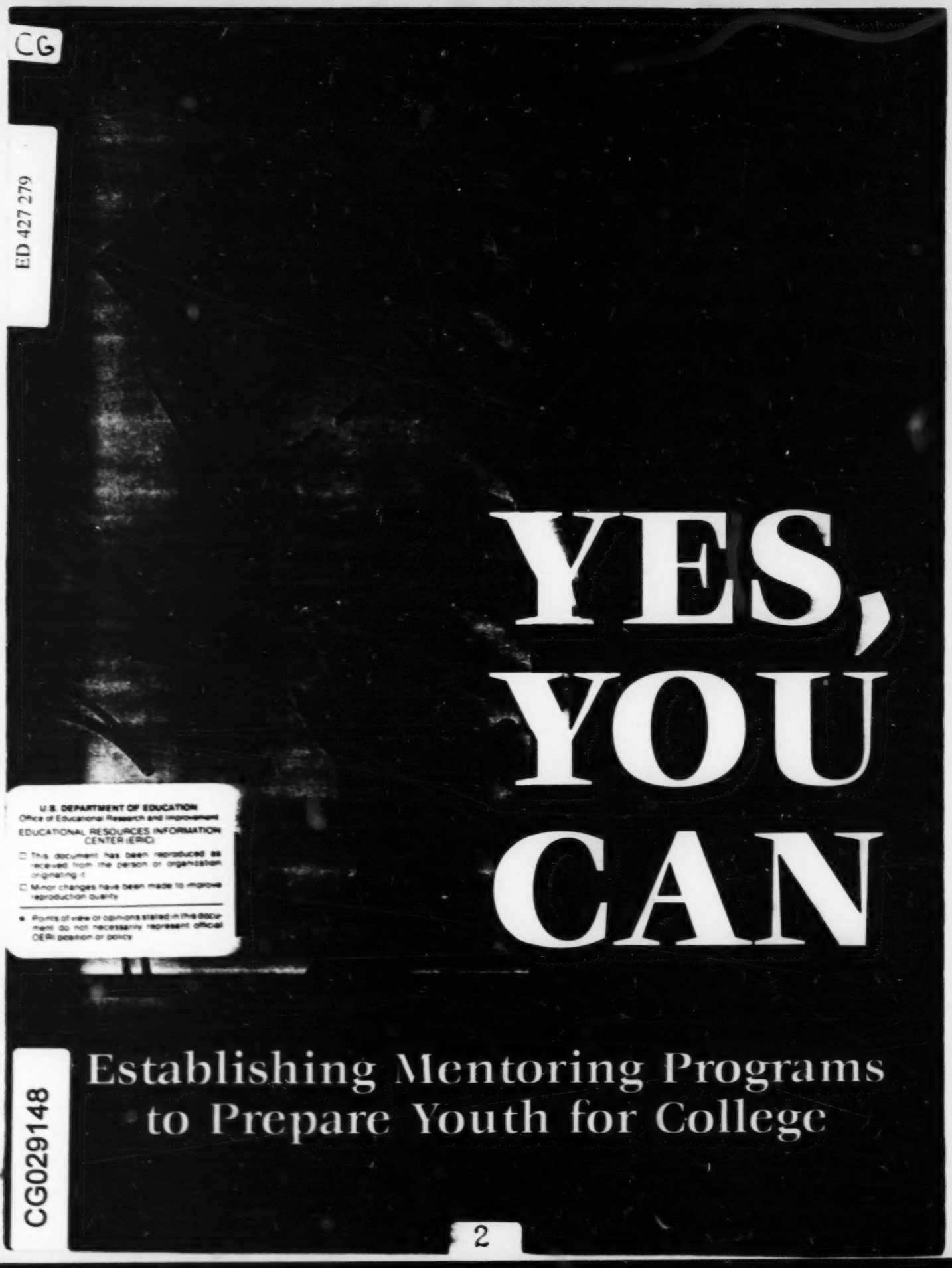

YES, YOU CAN

Establishing Mentoring Programs to Prepare Youth for College

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YES, YOU CAN

Establishing Mentoring Programs To Prepare Youth for College

November 1998

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"People who grew up in difficult circumstances and yet are successful have one thing in common ... at a critical junction in their early adolescence they had a positive relationship with a caring adult."

—President Clinton

A MESSAGE FROM THE SECRETARY

For young people to get—and stay—on the right track, they have to have hope and real options for success. Increasingly, being able to go on to some education beyond high school—at a two-year community college, or a four-year college or university—is a source of hope for students and their families. However, while surveys have found that more than 90 percent of secondary school students and their parents aspire to college, many young people and their families do not prepare for college academically or financially early enough to be successful.

Mentors can help teenagers stay away from trouble and prepare for going to college. Research shows that among high- and low-income students, those students who take challenging mathematics and science courses are much more likely to go to college. Yet low-income students are much less likely to take these courses. These students may also face many other obstacles on the road to college, including a lack of information about different college programs and the availability of financial aid. A mentor may be the person who makes the difference—by providing a role model for positive behaviors, like studying hard and staying away from trouble, by helping with academic work, by encouraging the student to take the right college-preparatory courses, or by providing extra moral support and encouragement—in short, by saying "**Yes, you can** do it—you can achieve your dream and go to college."

This book is intended as a guide for employers, community-based organizations, college students, senior citizens, or others who are interested in starting a mentoring program. In addition to practical information about starting and operating a program, interspersed throughout you will find examples of successful programs, as well as resources to call upon for more information and support. In many cases the experiences of these groups and organizations may be your most helpful resource.

Although mentoring alone cannot remove all of the obstacles that many of our neediest youth face, it can be an extraordinarily important part of the solution. So I say to you, **yes—you can** make a difference, by starting a mentoring program in your school or community. This book will show you how.

Richard W. Riley
U.S. Secretary of Education

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SECTION

1

SOME QUESTIONS AND ANSWERS ABOUT MENTORING PROGRAMS

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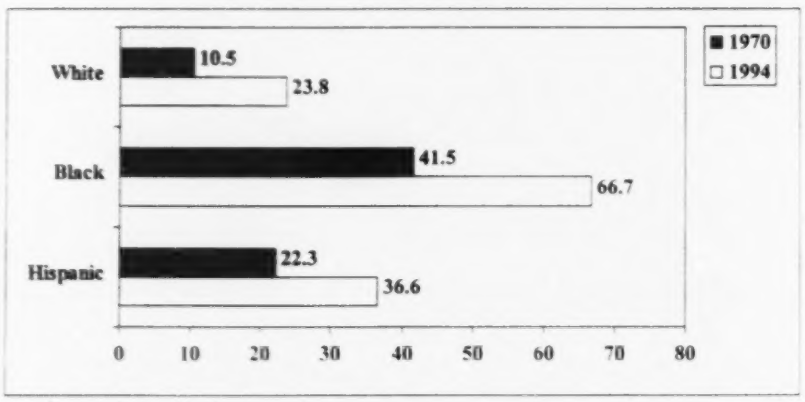
WHY HAVE MENTORING PROGRAMS?

In the United States, parents are the central source of emotional, financial, and social support for their children. Many youth are also fortunate to be part of larger networks including grandparents, other relatives, neighbors, and community and religious organizations. Adults in these networks can offer youth extra attention, affection, guidance, and a sense of direction—all of which are increasingly important given the wide array of outside influences, not all of them positive, that face our youth today.

However, family, community, and civic life in this country are changing. Fewer people know their neighbors. More households are headed by a single parent. And the time pressures facing working families can limit their community involvement. This means that these networks of non-parental resources may now be harder for children and parents to access. In addition, many youth live in families that are under tremendous pressure because of poverty, divorce, teen pregnancy, drug abuse, violence, or stress. These troubled families are often isolated from the larger community and, as a result, the youth in the greatest need of help from outside the family may be the least likely to get it.

Figure 1

At-Risk:
Percent of Children Under 18 Years Not Living With Two Parents, by Race: 1970 and 1994



Source: U.S. Bureau of the Census

Today the number of youth who could benefit from having a caring adult mentor has been estimated to range from between 5 million and 15 million young men and women (Walker, 1996). Research indicates that students who are successful academically, in addition to support from parents and teachers, usually have sustained access to other knowledgeable and caring adults (Clarke, 1989). For youth who are academically at risk, a mentor can fill this need and may make the difference between whether or not a youth gets on track for future success.

Going to college is seen by the vast majority of students and parents as a key to a good future in the 21st century. A mentor can provide critical assistance, including extra encouragement, academic help, and most importantly—for students who may not have access to an adult who has been through the college application process—guidance about which courses college-bound students need to take and how to prepare for and apply to college. For example, while research indicates that students who take challenging mathematics and science courses in high school are much more likely to go to college than students who do not, low-income students are much less likely than their higher income peers to take these courses (see box, page 10). Mentors can also serve as a vital link to resources which students and their families may otherwise be unaware of, including help in applying for financial aid for college.

The Critical Years: Middle School

"The years from ten through fourteen are a crucial turning point in life's trajectory. This period, therefore, represents an optimal time for interventions to foster effective education, prevent destructive behavior, and promote enduring health practices."

—Concluding Report of the Carnegie Council on Adolescent Development

Preparing a child for all of the opportunities and challenges that the future holds is a big job, and it is a job best begun early. Ensuring the sustained presence of a caring adult in a youth's life is especially critical during adolescence. The transition from elementary school to middle school can be a very challenging time for youth, but it is also a time at which they must begin to make important choices that can influence the rest of their lives. Students face serious decisions about which courses they will take, what activities they will engage in, and how seriously they will take their schoolwork. Yet despite the importance of the course-taking decisions students make during the middle grades, in the United States it is common for guidance counselors at the middle school level to be responsible for more than 500 students (Carnegie, 1989). For the most at-risk youth, the presence of an adult mentor can be essential for reinforcing the importance of school, fostering good work habits and study skills, and providing youth with the information they need to make the right choices.

Mentoring programs are one of the best means of bringing a person who can represent the concern and support of the larger community into the lives of youth. In many ways, mentoring also represents a return to tradition, calling upon the community to provide our youth with care and guidance, and to nurture and challenge them. While mentoring programs cannot remove all of the obstacles facing youth, they can have a large, positive impact on young lives. By offering youth friendship, guidance, and a positive perspective on life over a sustained period of time, mentoring programs clearly show that someone cares.

WHAT IS A MENTOR?

Mentors are kind, concerned adults—young and old and from all walks of life—who offer youth support, guidance, and encouragement. Mentors provide the sustained presence of a positive, caring adult role model, and while they are neither foster parents nor responsible for solving all of a youth's problems, they are more than simply an older friend. A mentor seeks to help a youth navigate through the everyday challenges of school, society, and the community by drawing upon his or her greater knowledge and experience, and genuine concern for the youth.

Although the specific roles of mentors vary quite a bit, every good mentor must do two things: make a connection and use that connection to convey a positive message.

Making a connection means to gain the trust of the youth and foster mutual respect. The essential factor involved in making the connection is that the mentor like and respect youth and be willing and able to make a sustained, intensive personal commitment.

Using that connection means to let the youth know by word and deed that he or she is worth the mentor's time and effort because that youth is a valuable human being. And that the mentor can offer the youth—through knowledge and experience or by example—ways to expand his or her horizons and to increase the likelihood that he or she will achieve success.

There are a thousand ways to express this message. Whether the mentoring program focuses on increasing academic skills or career preparation, reaches out to teen mothers to provide encouragement and support, or takes a young girl to her first play or a boy to his first museum—the message is the same: "You are important and I care what happens to you."

WHAT DO MENTORS DO?

What mentors do is determined by the focus of the mentoring program and the specific needs of the youth that the program works with. Like the mentoring relationship itself, a program may have multiple and related goals. Mentoring programs commonly focus on:

- ***Tutoring and academic assistance.*** In this type of program, mentors work with youth to provide extra instructional help in subjects where improvement is needed. The mentors' role is often not only to help the students raise their grades, but also to improve the youth's attitude and increase their self-confidence and pride in achievement. An important focus of these programs may be to help students recognize the importance of school, and understand how to be more successful in their classes.

- ***Access to college.*** Mentors in these programs help youth recognize the importance of continuing their education beyond high school, and help them understand—and accomplish—the steps needed to do so. Mentors can play a vital role in helping students maintain interest in school and see the link between their studies and their future, by giving students the opportunity to see the practical applications—in college, and subsequently, the job market—of the subjects they study in school. By drawing upon their own life experiences, mentors can provide a living example of the importance of postsecondary education, particularly for students who do not have access to anyone with firsthand experience of what it is like to go to college. In some cases the mentor may be the only adult who can contribute a significant amount of time to helping the youth work through the college application process, or pick a schedule of college preparatory courses.

- ***Career preparation.*** Often combined with preparation for college programs, mentors in these programs try to help youth prepare for entry into the work force by helping them understand the expectations employers have about attitude, preparedness, and skills. Mentors can also help youth to see the link between their current interests and hobbies and a future career or professional field. Activities in this type of program might include bringing the youth to the mentor's place of work, teaching a career-related skill, or helping the youth to secure a summer job or internship.

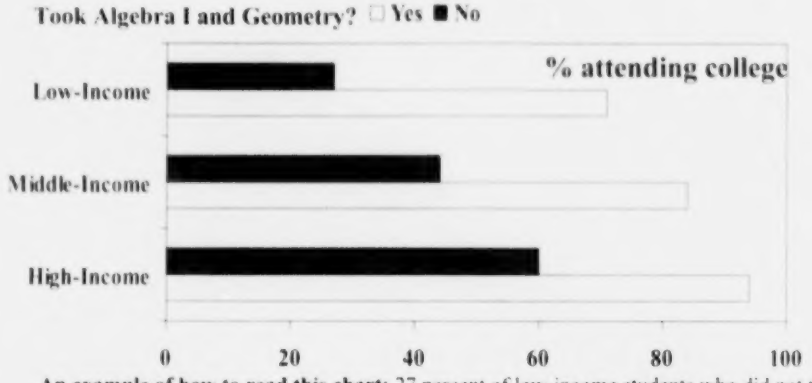
- ***Role modeling and avoiding negative behaviors.*** In role-modeling programs, mentors serve as positive examples by virtue of their productive lives, which usually are attributed to the choices the mentors have made. Role-modeling programs tend to match mentors and youth on a same-sex basis. This can be especially beneficial to males from female-led households, pregnant teens and teenage mothers, disabled children, and youths in trouble with the law. To the extent that it is possible, programs may also try to match students with a mentor from a similar social class or background. Nevertheless, the essential component, as with any mentoring program, is finding an individual with whom the student can relate. Mentors in these programs can help youth recognize and expand their horizon of opportunities, and discuss dealing positively with challenges and difficulties that the mentor may also have faced in his or her youth.

Getting Ready for College: How Mentors Can Help

Although most parents want their child to go to college, and most teenagers say they want to attend college, students often do not take the courses they need to prepare academically. Data from the National Educational Longitudinal Study (NELS) reveal that among students who were in the 8th grade in 1988, students who took challenging mathematics and science courses were much more likely to go to college than students who did not take these courses. For example, students who took algebra I and geometry in middle or high school, regardless of their income level, were more likely to go to college than students who did not (Figure 2). While taking these courses was especially important for youth from low-income families, low-income children were much less likely to take algebra I and geometry than were their peers from higher income families (Figure 3, next page).

Figure 2

College Attendance, by Income and Course-Taking



An example of how to read this chart: 27 percent of low-income students who did not take algebra I and geometry in high school attended college, while 71 percent of low-income students who did take algebra I and geometry attended college.

Income levels divided into thirds

Source: Analysis of NELS data

Figure 3

Percent of Students Taking Algebra I and Geometry, by Income

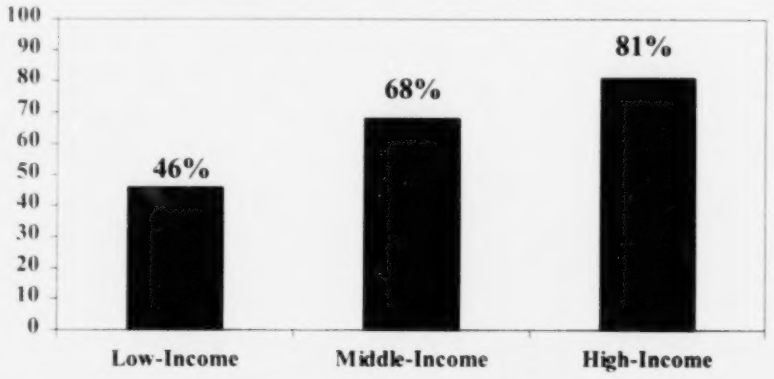


Chart reads: 41 percent of all low-income students took algebra I and geometry in high school, compared to 68 percent of middle-income, and 81% of high-income students.

Income levels divided into thirds

Source: Analysis of NELS data

Mentors can provide help in several ways. First, many students and their families may not be aware of ***which courses a student needs to take—and by when—in order to get on track for college.*** Mentors can help make sure that students get on track for challenging courses beginning in middle school. Students taking college preparatory courses may also have greater need for ***tutoring and academic assistance*** from a mentor, because these courses are generally among the more challenging courses that a school offers. Lastly, a mentor can help provide the ***encouragement to "stick to it,"*** and act as a reminder that hard work in middle school and high school does pay off—in the form of going to college, and having more and better job opportunities as an adult. Of course, there are many other ways mentors can help students aspire to and prepare for college, including providing information about ***the availability of financial aid and how to apply for it, and the different types of postsecondary education*** students can pursue.

WHO ARE MENTORS?

Mentoring programs attract people from every conceivable background, representing every socio-economic level: blue-collar workers, white-collar professionals, school volunteers, professionals from the community, college students, and retired people, to name a few. Volunteers come from large corporations, small businesses, church groups, utility companies, hospitals, charitable institutions, and "mom-and-pop" stores.

These diverse individuals can work successfully with the equally diverse population of children who need mentors. For example, research on mentor programs has found that retired people make excellent mentors. A study conducted by Public/Private Ventures, *Partners in Growth: Elder Mentors and At-Risk Youth*, found that many older people easily formed friendships with youth because of their patience and empathy and their eagerness to share their wealth of accumulated knowledge and experience. Elderly mentors from less advantaged backgrounds were especially effective in working with hard-to-reach youth. The mentors could relate to the children on a personal level because the mentors themselves

> *had endured strained family relationships, struggled at low-paying jobs, and battled personal problems, such as alcohol abuse. Partly as a result of surviving—and surmounting—such difficulties, these elders seemed to understand the youth, were able to communicate with them from their own experience, and established strong, constructive bonds (Freedman, 1988, p. v).*

Other programs rely on college students who have come from backgrounds similar to those of the children in the program, or who can represent a living example of the benefits of going to college and the work that goes into accomplishing this. Individuals recruited from business organizations can serve a similar purpose, by discussing their experiences in the working world and demonstrating the importance of specialized knowledge, like mathematics or science, or higher education in general.

Regardless of their backgrounds, what all good mentors share is the ability to reach out to children who need support and guidance and to provide them with one-on-one attention for a sustained period of time. The mentors' personal investment in the lives of children allows each child to look beyond the present to envision a future full of promise.

SECTION

GUIDELINES FOR MENTORING PROGRAMS

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FIRST STEPS: PROGRAM PLANNING

Beginning—The First Stages of Program Development

Mentoring programs, like any successful partnership, are designed to achieve the goals and objectives of the people involved. More so than other types of programs, mentoring programs must consider the needs and goals of several constituencies—the students who will be mentored and their families, the mentors themselves, the schools, partner organizations who may contribute volunteers or resources, and the community in general. Because mentoring programs are built on shared trust and respect, they require careful planning and time to develop, implement, and evaluate.

The following points should be considered during the beginning of program development:

- ***What specific problems need to be addressed?*** Before a mentoring program can be established, it is important to know what problems the program will seek to deal with. For example, does the school have a high dropout rate? Is there a low rate of college attendance?

- ***Which children—and how many—will take part in the program?*** For example, does a particular elementary or secondary class need help? Or do special populations—learning disabled, handicapped, or language minority teens? Once the target population has been selected, the number of mentors who will be required and the type of commitment that will be needed from the sponsors will be clearer.

- ***How will the program be led and coordinated?*** Mentoring programs need leaders to help plan and coordinate the program. Any mentor program that lacks good leadership and coordination will fail.

- ***How will the program fit in with school and other services?*** The mentoring program should complement, and not compete with, the regular school day and school assignments. In some cases students may also already be receiving some form of additional assistance, such as tutoring, or participate in other positive activities, such as an after school program. Mentoring can be a strong component of an after school program, and can and should build upon and enhance what the student has learned in school.

- ***Which existing mentoring programs have a similar focus?*** When beginning a new mentoring program, it is useful to examine exemplary programs that are designed to serve the same special population, such as teenage mothers or handicapped children, or to serve the same general purpose, such as college-focused mentoring and tutoring programs. Programs that have a similar focus can often help new programs identify potential obstacles, solutions, and innovative or effective practices based on their experience. Examples of model programs are provided throughout this guide and in the resource section (Section 3).

After a school, business, or community organization has considered the need for the program, the population to be served, and the person or organization that will initiate the program, the next step is

to design a complete and comprehensive plan for the program. The procedures that follow are based in part on guidelines developed by the **National Association of PARTNERS IN EDUCATION**, a nonprofit organization in Alexandria, Virginia, which has had extensive expertise in all facets of school-community and school-business partnership programs.

Mentoring as a Network of Support

*Mentoring may occur either as **natural mentoring**, when a sustained relationship develops naturally between a coach, teacher, neighbor, or other adult and a youth, or as **planned mentoring**, when a relationship is purposefully created to help a youth who may otherwise not have the access he or she needs to the wisdom and support of a caring adult (Dennis, 1993).*

*In the past, youth may have been more likely to come into contact with a greater number of natural mentors who played a vital, though perhaps unrecognized, role in their development. Many researchers today advocate using **team mentoring**, and creating **mentor-rich environments**, whereby youth can be exposed to several mentors on a regular basis. In this way, youth not only have greater access to mentors, and in more facets of their lives, but the time commitment and pressure on an individual mentor may be reduced. In fact, in many mentoring programs, youth form valuable, natural, mentoring relationships not only with their assigned mentors, but with the program staff and directors with whom they are in regular contact (Freedman, 1996).*

***Tripartite mentoring** is a further innovative approach to mentoring in which, in addition to the usual adult-youth relationship, the mentored youth also serves as a mentor to a younger child. In this way, not only is the valuable resource of having a mentor extended to an additional youth, but the older youth has the experience of both being mentored and of being a mentor him or herself (Freedman, 1996). Such an experience can build understanding and acceptance of the role of the mentor, as well as develop a greater sense of self-esteem, foster responsibility, and encourage involvement in the community. Of course, just as the relationship between the youth and their adult mentor must be supervised, a similar system of monitoring and support should be in place for older youth serving as mentors to younger children.*

Coordinating the Program Planning

Programs should begin by building awareness among key stakeholders in the community. Doing so early on will foster "buy-in" and commitment from groups and individuals that are critical to the program's success and will help to identify potential members of the core planning team.

When creating a planning team, it is important to remember to involve representatives of all stakeholders from the very beginning. This may include parents of the students who will be mentored, teachers and principals, or the students themselves. The planning team will define what type of mentoring the program will provide, become aware of other efforts and resources that are currently available, explain the need for mentoring in their community, and identify the potential benefits of the program for all stakeholders. Ensuring that all stakeholder groups are represented on the planning team will help to maintain the trust and involvement of these groups with the program.

Large mentoring programs may have planning teams with members selected by the superintendent of schools, college or university presidents, chief executive officers (CEOs) of corporations, or presidents of civic organizations. Small programs should also have a team in place. Solid leadership is important for ensuring that the planning team works effectively. Experts in partnership organization report that the most successful teams have leaders who—

- are well respected in the community and have an established base of support;
- understand the bureaucratic intricacies of dealing with schools, businesses, and civic organizations;
- can devote sufficient time to the program;
- are sensitive to the needs of the program participants and have superior organizational and coordinating skills;
- have access to, and support from, top-level decision-makers in the partner organizations; and
- have the authority to make decisions on behalf of their schools, community organizations, or corporation, including committing funds to the program (Otterbourg, 1986).

As the program progresses, the planning team will be responsible for every aspect of the program, from its inception to its evaluation. The team gets support from schools and the community; decides the purpose of the program; formulates the goals and objectives; allocates funds; writes the mentor role descriptions; appoints program staff; takes responsibility for recruiting, training, retaining, and rewarding the mentors; and regularly informs all stakeholders of the program's progress.

Assessing Needs and Potential Resources

Any school or organization that wants to develop a mentoring program should conduct an assessment to determine why the program is needed, what the school or organization hopes to gain for its students and the types of resources that will be needed to meet these needs. A thorough assessment of needs and resources is essential for determining exactly what the mentor program should—and can—look like.

Assessments can be done through questionnaires, conducting interviews, by talking and observing, and by examining data on student behavior, attendance, or achievement. The questions used in a ***needs assessment*** should be asked of members of each group of stakeholders and should reflect the needs of the students, the school or community wishing to have a mentoring program, and the program's sponsors. The following questions are examples of the kinds that should be asked in a school-based mentoring program, but many are more generally applicable. For example:

- Why are mentors needed? What specific problems are the mentors intended to address? Why are mentors more suited than other forms of assistance to remedy these problems?
- What are some needs that could be addressed through a mentor program? What problems are of most concern to teachers, parents, and members of the community? What age group could benefit most from having an adult mentor?
- Do teachers and parents have any concerns about the idea of students having mentors?
- What special knowledge and skills should the mentors have? What types of individuals would be most appropriate for the children who will be in the program?
- How many mentors are needed?
- How will teachers and the school be involved? If the mentoring has an academic or college-preparatory focus, which academic areas should mentors concentrate on?
- What training will the mentors require? Who can provide this training?
- When can mentoring take place? How often, and for how long, will mentors and students meet?
- Where will mentoring take place? Is their adequate room for the mentors and their students to meet?
- Will other support staff or volunteers be needed? What, if any, materials will the mentors or students need? Will mentors or students need transportation?
- How will security checks be handled in a way that is respectful of the mentors and yet absolutely assures the safety of the students?

Once it has been determined that a mentoring program is needed, an equally important step is ***resource assessment***: What will the partners and the community be able to provide to the program? Program planners should think broadly in terms of all types of resources, including: human, financial, time, materials, and facilities, to name a few. Perhaps the most important question for any program to ask is, *are there existing efforts which this program could complement or build upon?* Other important questions a program sponsor should ask include:

- Who can serve as mentors—employees, spouses, retired persons, college students, church members, police officers, or people from the community?

- How many mentors can each of the partners and the community provide?

- What kind of time commitment can the mentors make each week? Are the mentors available for a long-term commitment?

- Has this organization sponsored any previous mentor programs? Who can the program call upon that has experience in mentoring, or running a mentor program?

- What financial resources can be used to meet the costs involved in sponsoring a mentor program—release time for employees, transportation, materials, participation stipends, trips, or awards ceremonies and dinners?

- What special resources from the partners can the program draw upon? For example, if a computer firm is a major partner, can they provide computer or e-mail facilities to the mentors and students? Can a college or university partner provide classrooms, tours of campus, or lectures by college faculty?

It is important to note that the answers to many of these questions depend largely upon the needs of the program. For example, a middle school mentoring program focused on math skills and preparation for college may look very different from a mentoring program that has the arts as a focus. The information collected from the needs assessment determines why the program is to be established, which population will be served, how many and what kind of mentors will be required, and what resources will be available from program partners and the community. Once this information has been collected, the next step is to develop concrete goals and objectives for the program.

New Technologies, New Opportunities: The HP E-mail Mentoring Program

The HP E-mail Mentoring Program is an example of the innovative ways in which new technology can be employed by a caring organization to overcome the barriers of time and space to provide help to needy students. Created and funded by the Hewlett-Packard Company, the HP E-mail Mentoring Program strives to improve mathematics and science achievement among 5th through 12th grade students, increase the number of females and minorities studying and teaching mathematics and science, and ensure that all children are ready to learn when they attend school.
Working in a one-to-one telementoring relationship made possible by e-mail, students and HP employee mentors collaborate on classroom activities such as science projects and mathematics lessons, under the direction of a supervising classroom teacher. Teachers are the critical hub of the program, and apply for admission to the program on behalf of their students. Teachers must submit a lesson plan for the student and mentor to work on together (and on which the student will receive a grade), and act as the primary supervisor of the mentor/student relationship. The teacher and students must have appropriate Internet and E-mail access.

Students who are selected by their teachers to participate are directed to the HP Mentoring Program web site **(http://mentor.external.hp.com)**, where they complete a student application and presurvey. Mentors for the program are HP employees from around the world who have submitted an online mentor application to HP Mentor Program staff. Mentors are responsible for communicating with the student at least 23 times per week throughout the 36-week academic period. As a condition of participation, mentors agree to be a positive role model; encourage their students to excel in math and science; use appropriate grammar and effective communication skills; encourage their students to use the Internet as a resource; and correspond with the student's teacher and HP Mentor Program staff. The HP Mentor Program staff match students and mentors based on a set of specific needs, common career interests, academic studies, and hobbies. The focus of the program is that students and mentors work on solid projects that are integrated into the curriculum.

Since being founded in January of 1995, nearly 2,900 students in school districts throughout the United States, Canada, Australia, and France and 2,900 mentors throughout the world have participated in the program. (Mentors from Australia, Canada, Cyprus Republic, France, Germany, Hong Kong, India, Japan, Malaysia, Philippines, Singapore, Spain, the United Kingdom, and the United States have served in the program.) Approximately one-half of the students served in the program have been non-white (approximately one-third African American, Hispanic, and AsianPacific Islander, each). Costs are minimal and are limited to basic administrative expenditures along with E-mail and Internet related expenditures. Teachers have indicated many positive results, including increases in student attendance; use of technology; involvement at school; self-confidence; and motivation. HP's full evaluation report can be accessed via the Internet at:
http://mentor.external.hp.com/eval/eval9697.html.

Developing the Program's Goals and Objectives

For a mentoring program to be successful, it must have well-defined goals and measurable objectives. Members of the planning team should use the information from the needs assessment to set realistic program goals that reflect the purpose of the program. Once the goals are set, measurable objectives must be formulated so that the program can be evaluated.

Clear goals should be agreed upon by the school, business, or community partners participating in the program. A goal or mission statement should be written by the planning team. Although each party may have a different reason for participating in a program, all should agree on the overall purpose. Here are some examples of different program goals:

- To enrich the educational experience of youth at risk of academic failure by giving them one-on-one tutoring;
- To encourage students to take, and succeed in, challenging college preparatory mathematics and science courses;
- To provide male children at risk of dropping out of school with male mentors who will increase the children's motivation to finish school; or
- To provide encouragement to teenage mothers in order to reduce the likelihood that they may, through lack of training or experience in parenthood, abuse or neglect their children.

For each goal there should be a series of objectives. ***Objectives*** should be concrete, specific, and measurable, stating how the goal will be accomplished, including how much time is involved and how many mentors will be needed for a given number of young people. It is important that objectives be designed so that they can be met early on, in the middle, and at the end of the program. Here are some sample objectives:

- After four weeks in the program, teenagers in a career education program will be able to fill out an employment application form successfully.
- After seven weeks of participating in the program, male students working with male mentors will submit at least three of their five homework assignments each week.
- By the end of one year, students will be prepared for and enroll in college preparatory mathematics and science classes.

By keeping goals clear and having measurable objectives, program planners can tell very early in the program whether any of the goals or objectives, or the program's practices, should be modified in order for the program to achieve success.

Putting Needs and Solutions Together: Recruiting Young Women to the Fields of Mathematics and Science

Table 1

Percent of degrees overall and in selected fields awarded to women, 1994-1995

	BAs	*MAs*	*PhDs*
All Fields	55	55	39
Computer and information sciences	28	26	18
Engineering, engineering-related technologies	17	16	12
Physical sciences and science technologies	35	30	24

Source: Integrated Postsecondary Education Data System, Digest of Education Statistics, 1997

Addressing the under representation of women in mathematics and science-related academic programs and careers (see Table 1) is a focus of many mentoring programs. With a grant from the National Science Foundation, the Education Development Center, Inc. led a three-year project called **Telementoring Young Women in Science, Engineering, and Computing** to build online communities of support among female high school students, parents, teachers, and professional women who have succeeded in science and technical fields.

Professional women in technical and scientific fields who completed a three-week online training course (featuring correspondence simulations and response feedback) worked directly with students as one-on-one telementors and discussion forum facilitators. Discussion Facilitators moderated group discussions around complex issues that young women face in considering their academic and career options. The project also developed a Web-site to provide access to resources and information to encourage young women to develop interests in science and technology. Last spring this three-year project was completed and a summative evaluation is being conducted to determine the program's impact. Follow-up participation surveys already indicate that students report feeling more encouraged about technical careers, improved their self esteem, gained concrete strategies for dealing with obstacles in pursuing college and careers, and more clearly understood the requirements of being in a professional field.

The **SummerMath** program at Mount Holyoke College, established in 1982, encourages young women to feel confident about their mathematical abilities. The program is held on Mount Holyoke's campus for six weeks each summer, and consists of 4 ½ hours of classroom time each day, during which tutoring, mentoring, counseling, and career, academic and college advising are provided. Approximately 100 young women entering grades 9 through 12 enroll in the program each year, and about 1,500 students have been served over the program's 15 years of existence. About half of the students are from minority groups, and students from all over the United States attend. College students are hired to serve as residential and teaching assistants, both mentoring the high school students and being mentored by the teachers with whom they work intensively. NASA and the state of Massachusetts are also partners in the program. SummerMath gauges effectiveness through follow-up questionnaires that measure participants' attitude toward math and how it may have changed because of the program.

NEXT STEPS: MENTORS AND STUDENTS

Recruiting Mentors

The success of a mentoring program will be determined to a large extent by how well mentors are recruited. Good programs use a number of recruitment strategies and follow specific guidelines for choosing mentors for a particular program. The focus of the program will determine who should be recruited.

Written role descriptions for the mentors can facilitate recruitment of people with skills that are needed to make the program a success. It is also very important that prospective mentors understand the nature of the program they are volunteering for, including the time commitment that is involved—how much time each week, and for how long a period; have a realistic sense of what they can and cannot expect to be accomplished; and the goals, objectives, and rules of the program.

Generally, good mentors are—

- known for their kindness and concern;
- willing and able to make a significant, regular, time commitment;
- knowledgeable in a particular field, for example, engineering or computer science;
- experienced in some type of volunteer services; and
- highly regarded in their community and well respected in their places of business.

Potential mentors can often be recruited through a school's volunteer office, a company's director of public relations, and community organizations that sponsor volunteer programs.

Senior citizens who have volunteer experience are generally considered to be exemplary mentors. Older mentors tend to stay involved in programs for a much longer time than other volunteers, and can be solicited through contacts with groups such as the Retired and Senior Volunteer Program (RSVP), the American Association of Retired Persons-National Retired Teachers' Association (AARP-NRTA), the National Education Association-Retired program, and the American Federation of Teachers. Senior mentors can also be solicited through magazine and radio announcements and through posters in senior citizen centers, libraries, and churches.

The Importance of Support from the Top

Mentoring programs receive an added boost when top people are directly involved. The superintendent of schools who sets aside two hours every week for a troubled student, a principal who never misses a mentoring session, the CEO of a large corporation who makes a commitment to a year-long mentor relationship—each sends a powerful message to potential mentors that the program matters. Similarly, when the superintendent, CEO, or principal speaks at a recruitment session on the merits of the program and the personal rewards gained from mentoring, potential mentors will know that the top people in the school, organization, or business care about and are involved in the program.

Effective Ways to Recruit Volunteers

- Hold an open house in a central place in the community to publicize your program. Top people from the schools and organizations should be there to discuss the program with potential mentors.

- Approach people who are involved in other school-community partnership activities to find out if they may be interested in participating or know of others who may want to volunteer.

- Have a well-known professional or prominent businessman approach a major firm that has adult employees skilled in mathematics, science, engineering, or working with computers.

- Advertise the program in local newspapers and on local TV and radio stations. Provide success stories to local newspapers for publication.

- Advertise the program in local university and college newspapers and on bulletin boards of different departments. Some schools have programs where students participate in community service projects as part of their coursework, and they may be interested in becoming mentors.

- Enlist the aid of the religious community. Program planners should discuss the program with members of the clergy and request their help in seeking mentors.

General Recruitment Tips

- Bring an experienced and enthusiastic mentor to recruitment functions.

- Arrange for program planners to meet with small groups of potential mentors and sponsors to discuss the program.

- Gain the support of volunteers who will be able to recruit their colleagues.

- Design an attractive and informative program description for display on bulletin boards in churches, libraries, community centers, college or university student centers, and companies or organizations.

- If the program is school based, some states require security checks on any adults volunteering in a school, other than a parent.

- Provide the company, organization, or school newspaper with a press release about the program.

- Arrange to have special displays in the company or school cafeteria.

- Plan promotional activities such as luncheons, ball games, and picnics.

After the activities are held, program planners should collect the names of potential mentors and call each of them within a week.

Linking with Business: The Middle School Math and Science Project

The Middle School Math and Science Project, or $(MS)^2$, is a collaboration between San Jacinto Community College, local industry, and middle schools in the greater Houston, Texas area to foster an interest in science, mathematics, and related careers during the middle and high school years, and to encourage college attendance. Participants are 7th graders who are potential first- generation college students with limited exposure to science outside the classroom.

Participants attend the program for four consecutive summers. Each summer, the program emphasizes the relationship between science and specific careers and industries. Representatives of three types of regional industries—oil, space (for example, NASA), and the marine industry—are program partners. Students visit local industries to complement their academic experience. For example, during a unit on physics, students visit NASA; when geology is studied, students examine the oil industry and visit oil rigs; during a unit on biology, students visit Galveston to look at industries related to marine biology. Physics and engineering are studied along with related industries such as bridge building and amusement park physics.

Students spend one to two weeks on San Jacinto's campus each summer, where college faculty and guest speakers provide academic instruction emphasizing inquiry-based activities. Students work in labs and on problems in groups, but are also assigned individual projects. Mentoring is provided by San Jacinto College students who act as counselors and spend the entire day with program participants, providing extra tutoring, help with projects, and general mentoring. Junior counselors, who are former program participants, assist the mentors and provide additional role models for new participants. Although it is a summer program, participants may use the campus math and science resource lab (where counselors work as tutors) during the school year if they need extra help with schoolwork.

Screening and Selecting Mentors

A thorough and effective screening process is extremely important to the success of the program and for assuring the safety and comfort of both students and mentors. In the past, many programs have focused on recruiting as many volunteers as possible—"screening in" as many potential mentors as possible to reach the greatest number of youth. Many experienced programs, however, have found that it is ultimately more effective to "screen out" volunteers who may be unsuited for mentoring due to a lack of available time, unrealistic expectations, or other reasons. Rather than trying to accommodate as many mentors as possible, these programs have found that more—and better—work can be done by a smaller group of carefully selected, committed mentors. In many cases, other roles in the program may be available for individuals who are not selected to be mentors, such as tutoring, providing program resources, helping at program functions, or assisting in other aspects of running the program (Freedman, 1996).

Programs should ask potential volunteers for character references and previous experience, or perform some kind of background check. Programs should also follow any routine procedures the school system may have for screening individuals who will come into contact with children, including fingerprinting, checking police records, or health screening.

More than one member of the program staff should personally interview each potential mentor. The questions below are intended to help interviewers with the selection process, but the list should not be considered exhaustive.

Questions To Ask Potential Mentors

- Why do you want to be a mentor?
- What special skills and interests do you have?
- What do you especially like about working with children or youth?
- What type of help would you like to give a young person?
- What benefits do you expect to receive by participating in the program?
- How much time will you be able to devote to the program?
- Have you ever worked with this age group before?
- What difficulties are involved in working with this age group?
- What experience in your background will help you to communicate with an at-risk child or youth?

- What expectations do you have for your student? What expectations do you have for your experiences in the program?

If the interviewers are satisfied with the applicants' responses, the next step is to discuss the role description.

The Role Description

Potential mentors should receive and discuss with the interviewer a written role description, clearly defining a mentor's duties in relation to the purpose and objectives of the program. The role description should address the following issues:

- The particular skills that the potential mentor can share with a student;
- The need for confidentiality;
- The age and type of student with whom the mentor will be working;
- The people in charge of the program and the mentor's supervisor;
- The person to whom the mentor should go for guidance during the relationship;
- Occasions when the mentor is required to report to the supervisor;
- Number of hours per week or month that the mentor should meet with the student;
- Places where the mentor and child may meet;
- Details of any stipend that may be provided to cover transportation and other incidentals; and
- Length of time the mentor is expected to participate—one year, two years, three years, or more.

After the role description has been discussed, the interviewer should discuss with the applicant the types of problems that can arise when working with at-risk young people. Mentors who are not adequately warned about potential problems in the initial stages are more likely to drop out of the program. The discussion should be tempered with a description of the numerous benefits that mentors and sponsors derive from participating in a program.

Many Roles, One Definition: Defining a Mentor in New Mexico MESA (Mathematics, Engineering, Science Achievement), Inc.

New Mexico MESA, a precollege program designed to increase the number of underrepresented populations in mathematics, engineering, and science-related fields, provides students with educational enrichment experiences and practical help to achieve academic excellence and prepare for college. New Mexico's MESA program was founded in 1982, based on the MESA program model that originated at the University of California at Berkeley, and has grown to include dozens of statewide programs operating in 28 school districts at 79 middle, junior and high schools.

The various MESA programs provide thousands of New Mexico public school students with year-round support and career guidance. Students may enter the MESA program at any time beginning in their 6th grade year, and may choose to participate through the end of their senior year. Although activities vary from school to school, all MESA programs operate with the same basic objectives and goals, such as encouraging students to acquire necessary academic skills, promoting career awareness, ensuring community cooperation and interaction, and preparing students for careers in mathematics, engineering, and the sciences.

There are a variety of mentoring relationships within the MESA program. Older precollegiate MESA students serve as mentors for younger precollegiate MESA students; precollegiate MESA students from 6th through 12th grade serve as mentors to students at the elementary level (the Buddy Program); and federal employees serve as mentors to precollegiate kids (Project Partnership). Although there is a variety of types of mentors in the program, all are expected to adhere to the following criteria:

- Demonstrate commitment, competence, and a willingness to extend knowledge;
- Derive satisfaction from helping others succeed;
- Be a role model, advisor, and friend;
- Build confidence by teaching skills and offering feedback; and
- Exhibit ethical behavior.

Mentoring matches are supervised by school coordinators, regional coordinators, and the program director. Ineffective mentoring relationships are generally reassigned or terminated, if necessary. MESA currently serves 3,400 6th through 12th grade students in New Mexico public schools; of these students, 63 percent are Hispanic, 11 percent are Native American, and 1.8 percent are African American. In its 15 years of operation, New Mexico MESA has served approximately 18,000 students in all. A report by the New Mexico Commission of Higher Education found that 97 percent of program participants enroll in some form of postsecondary education, and 78 percent of those participating in postsecondary education major in math, science, and/or engineering.

Training Mentors

Before mentors can participate in the program, it is essential that the program provide them orientation and training. These sessions should be designed to clarify the program's goals and help the mentors focus on the short-term objectives toward which each will be working with their assigned child. Because the mentoring program may be bringing in people from outside of the school, it should also provide any other training that the school system requires.

Training Tips

The following tips are designed to make training sessions more successful:

- Experienced, enthusiastic mentors make excellent trainers. Consider bringing experienced mentors together in a "mentor panel" to share their experiences with the trainees and stimulate discussion.

- To keep the program interesting, trainers should not lecture at length but should use a variety of learning techniques such as role playing, slides and films, and training manuals.

- The training sessions should help the new mentors enhance their skills as well as learn new ones.

- During the practice sessions, new mentors should receive feedback on how they are doing.

- The training site should be pleasant, conducive to learning, and centrally located; refreshments should be provided.

- At the end of the sessions, the mentors should complete a course evaluation form. This will help the program evaluate the training process and determine ways in which it could be improved.

Material to Be Covered in a Training Session

Mentors need to be prepared for their roles before they are paired with their students. Training sessions should be designed to sharpen the mentors' insight into the way young people behave and communicate and to provide the mentors with effective strategies to use with their students. Programs should use materials and have practice exercises that provide a preview of what a mentoring relationship entails. Suggested topics include the developmental stages of adolescence, stereotyping of and misconceptions about young people, skills involved in effective listening and communication, and strategies for building trust and establishing a bond of friendship. Useful strategies include the following:

- *Discuss the nature of a mentor relationship.* Potential mentors may wonder exactly "how close" these relationships should be. Are they expected to give the child their home phone number and to bring the child to their home? Are they expected to go to the child's home and

meet the parents? Are they expected to pay the cost for entertaining the child? What if they don't hit it off? At what point does the relationship end?

These questions need to be addressed because there are varying degrees of closeness, as well as different expectations, in a mentoring relationship. Experienced mentors can provide some answers about the variety of relationships, and the stated program goals and objectives should be able to put some of these questions in context.

- *Review effective ways to work with parents.* Mentor programs should always make a diligent effort to work with parents and families. The mentors need parental support for the relationship. Program staff can invite parents to attend training sessions and ask for their input. A mentor may have frequent phone contact with the child's home. The mentor may wish to send notes home to a parent, or share news of the child's success. The mentor may suggest meeting both parent and child at a particular event given by the school or a community organization.

- *Compare communication styles.* Point out the differences between adult communication and adolescent communication, and provide mentors with a fact sheet on some specific differences in communication style. Have mentors participate in role-playing exercises that reveal the differences between good and bad listening habits.

Remember: These sessions should be regarded as only the initial phase of training. Successful programs continue to provide training as needed, meeting with the mentors regularly to sharpen skills and to discuss problems as they arise. For example, in some programs, mentors meet with program staff and other mentors every two weeks, and formal workshops are held quarterly.

Identifying a National Need: The President's Summit for America's Future

The Presidents' Summit for America's Future, convened in Philadelphia in April 1997, identified "an on-going relationship with a caring adult mentor, tutor, or coach" as one of five fundamental resources to which every child in America should have access. Since then, the partners of America's Promise—The Alliance for Youth—have been working to provide this resource by committing to provide mentors to needy students. On April 27, 1998, General Colin L. Powell, the chairman of America's Promise, reported on the progress that had been made over the preceding year, including more than 350 national commitment makers, and over 260 state and local communities that are actively working with America's Promise. Highlights among the many mentoring commitments include Big Brothers Big Sisters of America's pledge to double its number of mentoring relationships, in order to reach 200,000 matches by the year 2000. Also of note were businesses' contributions, including Carson, Inc.'s commitment to up to 100 hours of paid time off annually for its employees to serve as mentors, the Pillsbury Company's "Caring Adults and Kids" program, to provide grants to mentoring organizations, and the School-Plus Mentoring program, which will utilize Pillsbury volunteers as mentors in ten communities. As General Powell has stated, "An involved, caring mentor can plant a seed of hope in a child's heart that can flower into ambition, hard work, self-confidence, and, ultimately, success."

Recruiting and Orienting Program Participants

The nature of the program will dictate which young people may be selected to participate. For school-based programs, members of the planning team should contact teachers, guidance counselors, school officials, outreach workers, and coaches to determine which youth would benefit the most from working with a mentor. In community-based programs, the heads of civic groups or organizations, directors of social services, and local clergy can be of help.

Recruiters should make a strong effort to involve the young people who are most in need of the type of help the mentors will provide. Many times, isolated and troubled children are excluded from traditional school-community partnership programs because they are not perceived to be good candidates for success. Yet these are the very children who could benefit most from a partnership relationship, so it is important for mentor programs to seek out these children.

Recruitment strategies

A decision should be made about how the program will be publicized. Care should to taken to ensure that the program is not perceived as being exclusively for poor or troubled youth. This is especially true for a school-based program, where students may run the risk of being belittled if they participate. Program names that sound positive and do not suggest any particular population are best.

Recruitment strategies should include using peers who have participated in a mentor program as recruiters, putting posters on bulletin boards and in places were youth congregate, having the school send out letters or flyers to students' families, and, if possible, advertising on radio and television. If the program is for a specific population such as teen mothers, posters could be posted in the welfare office or be given to social workers to pass on to the young women. Youths in trouble with the law may be recruited by contacting the juvenile courts and probation officers for referrals.

Orientation

Once the youths have been recruited, they need to know what their role will be. Some programs provide students with a written role description. Program staff should hold an orientation session that covers the following subjects:

- The purpose of the program and the reasons the students should want to participate;
- The potential benefits of participating: improving grades, learning how to prepare for college, or learning about a career or area of interest;
- The limits of a mentor-student relationship: it is important for students to understand that the mentor cannot do everything for the students, nor can the mentor be a surrogate parent; and
- The students' part in making the program a success: behaving courteously, keeping appointments, and showing respect for the mentors.

All programs must also discuss with students who elect to participate where and when the student and mentor should meet, and what conduct or behavior is appropriate on the part of the mentor. Some programs hold regular training sessions for the students, which may include instruction in general problem-solving techniques and effective communication skills. Other programs include the young people in the planning process, asking for and using their input. The more prepared the young participants are, the better the chances are of making the program a success.

GEARing UP for College: High Hopes Turn to Realities

"If you know a child from a poor family, tell her not to give up—she can go on to college."
—President Clinton
January 27, 1998, State of the Union Address

The combination of new programs like the HOPE Scholarship and increased support for long-standing federal student financial aid programs, such as the Pell Grant and the Work-Study program, have ensured that today the doors to college are open to more and more youth. Congress has also approved the president's proposal for a new college-readiness program in the form of the ***GEAR UP*** *program (short for Gaining Early Awareness and Readiness for Undergraduate Programs). These new mentor-focused partnerships between middle grade schools and colleges will provide whole classes of students—beginning no later than the seventh grade, and continuing through high school—with mentoring, academic assistance, and help preparing for college. Modeled after successful private efforts, such as Eugene Lang's I Have a Dream Foundation (see page 42), this program will help ensure that the nation's neediest students are aware of what it means and takes to go to college, including academic requirements and the availability of student financial aid, from an early age.*

RUNNING THE PROGRAM

Matching Mentors with Young People

After the mentors have been prepared for their roles, each is matched with a young person. The program staff who conducted the interviews commonly meet to decide who should be paired with whom. Decisions tend to be based on similarities between the mentor and child, such as—

- gender and race;
- shared background or experience;
- a relationship between the mentor's area of expertise and the child's interests and needs;
- the likelihood that the pair will be personally compatible;
- approval of the parents, especially for school-age children; and
- the similarity of schedules, so the pair can meet regularly.

Although the majority of programs do match on similarities, a number of programs do not. Many such programs have reported successful outcomes regardless of whether the mentors and students are of different backgrounds and races. These relationships allow for a growth experience, letting each participant share something from another culture and background. Program staff found that healthy relationships were formed as long as the mentors were prepared for cultural differences; genuinely liked and respected children; and were stable, empathetic, and nonjudgmental persons.

Although most programs match mentors and young people on the basis of gender, there is no conclusive research-based evidence to support this practice. However, if the program serves a special population—such as pregnant teens, teenage mothers, disabled children, or males from female-led households—a same-sex mentor is typically preferred.

Some programs let students select their own mentors. Matching usually occurs after about four weeks into the program. Programs that use this approach report that it appears to work very well for both the mentors and the students. Other programs, however, have found this practice difficult and time consuming and prefer to let the staff do the matching.

Keeping Track of the Relationship

Mentors should maintain a record of progress in their relationship with their students. The record can be in the form of a diary, a log book, or notes. This information should include—

- the length of each meeting;
- a note about any meeting that was canceled, whether by the mentor or student;
- what was worked on or discussed at each meeting;
- location of the meeting;
- anything significant that happened at the meeting;
- indications of progress or improvement; and
- changes in behavior and attitude, if any.

Especially in a long-term relationship, the mentor can use this information to check on the progress made. Information of this type will also help the mentor discuss the student's progress when meeting with the supervisor. In addition, at the end of the program, the information can be used to evaluate how successful the program was in meeting its goals and objectives.

Other individuals who are involved in the program or in regular contact with the student can also play an important role in keeping track of the relationship. Program staff, teachers, and guidance counselors can detect changes in a student's behavior and attitude, identify new situations in a student's life, and provide extra assistance. Throughout the relationship, program staff should be available to provide guidance and assistance to the mentors, including referrals to social service agencies.

Getting Off to a Running Start: The Task-Based Approach to Mentoring

Many programs have found that mentoring relationships can develop more smoothly when they are initially centered around a well-defined task for the mentor-student pair to work on (Freedman, 1996). For example, in the HP E-mail mentoring program (see page 20), students may be assigned to work on a science fair project, a mathematics problem set, or another activity in which their new mentor has particular knowledge or expertise. Having a clear goal and project to initially focus on gives the relationship time to develop more naturally and takes pressure off the mentor and student as they are able to get to know each other more informally and naturally. Beginning the mentoring relationship around a task is also a good way to establish that the mentoring is a part of, and integrated with, regular schoolwork.

Working with Parents

Parental support is an important ingredient in mentoring programs, and successful programs make an effort to get parents involved early on. Parents of minors should be required to sign a consent form in order for their children to participate. In addition, parents of minors must have the opportunity to disapprove any mentor they believe would not be good for their children.

Some parents do not want their children involved in an exclusive relationship with an adult other than themselves, and some parents are afraid that the mentors will try to take the parents' place or usurp their authority. It is important that parents understand the limitations of the mentor's role. Good programs are aware of the concerns that parents may have and try to allay those fears by explaining the program to them in training or orientation sessions. At the sessions:

- Program staff should discuss the nature of the program and review the major goals. Short- and long-term objectives should be discussed, so that parents may see how the program will benefit their children.
- Parents should receive materials and handouts similar to those the mentors receive at their training sessions.
- Program staff should tell the parents how important their participation is to the success of the program. Parents should be asked to make sure that their children keep their appointments with the mentors, review projects that have been done, and generally encourage their children to stay in the program.
- Parents should be informed of things they can do to help achieve the program's goals, such as helping their child with homework, or discussing college or future careers.
- Mentors should attend the sessions for parents so that they can meet the parents and discuss what they hope to accomplish. These sessions provide an excellent opportunity for the mentors to reassure parents that they are not trying to take the parents' place or to impose values on the children, but are providing a specific service.
- A staff person should give the parents the name and phone number of the mentor's supervisor or another contact person.

Here are some other ways to get parents involved:

- Form a parent advisory council to let parents help the program staff make decisions and establish policies affecting the program.
- Schedule activities with parents during the course of the program. These can be in the form of informal get-togethers at a local restaurant, recognition dinners for the mentors, and lunches or dinners sponsored by the program staff for the children participating in the program.
- Sponsor informal workshops on a specific problem common to young people.
- Encourage—or require—mentors to meet with parents regularly, or keep parents informed about the program by sending out newsletters or by having the mentor or a staff member call to share the child's accomplishments.

Keeping Mentors in the Program

The best programs are aware of the difficulties involved in a one-on-one mentoring relationship. For the relationship to grow, the mentor must win the trust and respect of the young person. The mentor's dedication, patience, understanding, and empathy have to be apparent to the child for a bond to form. As is true of any friendship, time is required for two persons to get to know, trust, and like each other.

However, forming these bonds is not always easy. Mentors who work with troubled children may initially encounter mistrust, or even hostility. Programs should have a well-articulated support system, including meetings with program staff and other mentors, to prevent mentors from becoming overly frustrated or discouraged.

Good programs work hard to retain their mentors. Carefully planned, these programs are designed to give mentors the support and recognition they deserve. Here are some strategies that can be used to reward mentors and to help prevent them from dropping out:

- *Hold regular meetings between mentors and supervisors.* Mentors should discuss any problems they may encounter in dealing with their student and any misgivings about the relationship with the supervisor and other staff members. These meetings can also be especially rewarding when the supervisor can show how the mentors have helped the children—such as improvement in test scores and attendance, or if teachers have reported a noticeable change in attitude.

- *Conduct ongoing training.* As the relationship develops, there is always a need for additional training. Program staff should conduct workshops and provide books, magazine articles, and documentaries about mentor programs. Problems that have developed and possible remedies should be discussed as necessary.

- *Sponsor mentor panels.* It is important for all the mentors to meet together regularly to exchange information and discuss how they have handled problems that have come up in their relationships. Due to their shared experiences, mentors can be an especially strong source of support for one another.

- *Hold public recognition ceremonies.* Ceremonies can be in the form of testimonial dinners, to which local dignitaries are invited, along with the sponsors of the program. Local TV and radio stations can interview mentors, and schools can hold an awards assembly in their honor.

- *Publish a monthly newsletter.* Many large mentoring programs publish their own newsletters featuring program news and events, profiles of mentors and students, as well as student success stories. Documenting the students' accomplishments may serve as an inspiration to the mentors as well as the staff and sponsors of the program. Regular newsletters can also help to form a sense of community among everyone involved in the program.

- *Gain the support of parents.* When parents actively support the mentoring relationship, their children are more likely to be motivated to participate and excited about being in the program. Mentors may become discouraged if the parents are not on their side. Good programs try to get as much parental support as possible.

Dealing with Obstacles to Success

In any one-on-one personal relationship, things do not always go as planned or expected, and mentoring relationships are no exception. Personality clashes, misunderstandings, crossed signals, and lack of direction are all factors that may make for a less-than-satisfactory relationship. Even in the most carefully planned programs, obstacles to success occur. However, many mentoring programs have found solutions through trial and error. *The main thing is for mentors and their supervisors to be aware that a problem exists so that it can be remedied quickly.* The following list of obstacles to success is based on anecdotal accounts from existing mentoring programs:

- *A "bad" match.* No matter how carefully planned and screened, mismatches do occur. Some relationships are just not meant to be. Many programs have found that if, after three to four weeks, a good relationship has not begun to form, the mentor should approach the supervisor to discuss the possible need for reassignment.

- *Communication problems.* Mentors who do not receive adequate training on effective ways to listen and communicate with young people can become confused and misinterpret signals provided by the young person. Mentors must be aware of how young people use body language, make eye contact, and provide feedback. Timing is important; mentors should know when it is their turn to listen.

- *Serious problems requiring immediate help from a supervisor.* Program planners should warn mentors about problems exhibited by the young person for which they should seek immediate help—for example, violent behavior, drug use, extreme depression, or suicide threats.

- *Unrealistic expectations by each person.* Unrealistic expectations can be avoided if both the mentor and the student are thoroughly briefed before entering into a relationship. It is important for the young person to understand the limits of the mentor-student relationship. At the same time, the mentor must be aware that building a solid relationship takes a long time.

- *Problems in taking the initiative.* Sometimes mentors are not sure who should take the initiative in making appointments and calling on the telephone. In one mentoring program, the young people were initially expected to contact the mentors, but program planners later realized that is was too much to expect the students to take the initiative. The participants were shy and uncertain about contacting an adult, especially early in the program. In the beginning at least, it is best for the mentor to a take the initiative in setting up meetings and arranging activities.

- *Problems in selecting the right meeting place.* Some places are not conducive to meeting with children. A program that focused on career education discovered that some young participants were intimidated by meeting their mentors in their regular offices. As a result, program planners decided to set aside a special meeting room in the workplace. The "mentor center" is a comfortable, informal room with couches and chairs, which proved much more inviting to the children.

- *Problems in ending the relationship.* Even though mentoring programs can be very long term, eventually they end. It is important that the student be prepared to have the relationship end. The mentor should give careful thought to the best way of ending the relationship. The supervisor and other mentors can provide guidance.

Critical Components: The National Mentoring Partnership's Elements of a Responsible Mentoring Program

The National Mentoring Partnership serves as an advocate for the expansion of mentoring and a clearinghouse for information for mentors nationwide. As part of its mission to increase the availability of responsible mentoring for youth, the Partnership has compiled information on effective practices in mentoring programs, including the "nuts and bolts" checklist which appears in the Resources section of this book, and the components of a responsible mentoring program below. More information is available by contacting the Partnership or by visiting their web-site at ***http://www.mentoring.org****.*

According to the National Mentoring Partnership, a responsible mentoring program requires:

- *A well-defined mission and established operating principles.*
- *Regular, consistent contact between the mentor and the participant.*
- *Support by the family or guardian of the participant.*
- *Additional community support services.*
- *An established organization of oversight.*
- *Adherence to general principles of volunteerism.*
- *Paid or volunteer staff with appropriate skills.*
- *Written job descriptions for all staff and volunteer positions.*
- *Adherence to Equal Employment Opportunities requirements.*
- *Inclusiveness of racial, economic and gender representation as appropriate to the program.*
- *Adequate financial and in-kind resources.*
- *Written administrative and program procedures.*
- *Written eligibility requirements for program participants.*
- *Program evaluation and ongoing assessment.*
- *A long-range plan that has community input.*
- *Risk management and confidentiality policies.*
- *Use of generally accepted accounting practices.*
- *A prudent and reasonable rationale for staffing requirements that are based on:*
  - *organization's statement of purpose and goals,*
  - *needs of mentors and participants,*
  - *community resources, and*
  - *staff and other volunteers' skill level.*

Evaluating the Program

Evaluation is an essential component of all successful programs. Evaluations help a program to know whether it has met its objectives and served the needs of the participants, and provide critical feedback that can be used for program revision and improvement. Data collected for evaluations can also be used as positive reinforcement for mentors and can alert program directors and program staff to any problems with program implementation. The best evaluations are ongoing and continuous.

Evaluation plans should be designed at the very beginning of program development. Incorporating evaluation plans into the program design causes planners to think about proposed activities and the ways in which these activities could be assessed as successful or not. Program staff should also be involved in the planning phases of evaluation, so that evaluation is not perceived as threatening, but as an opportunity to further the goals of the program. Staff can also play a vital role in interpreting the findings, as staff will be the most knowledgeable about the actual day-to-day operation of the program.

In general, evaluations use two types of information—"process" and "outcome"—to decide whether a program is successful. ***Process*** information lets the program planners know whether the program is being implemented as it was intended to be, and whether changes or mid-course adjustments are needed. It includes answers to the following questions:

- How many mentors and students were matched?
- For how long were they paired?
- Was student attendance adequate? Was mentor attendance adequate?
- What was the length of each meeting? Were adequate facilities always available for meeting?
- How many mentors left before the program ended? How many students left before the program ended?
- What kind of activities did mentors and students participate in?
- What types of relationships formed between the mentors and students?

Outcome data allow program planners to keep track of progress and let planners know how well the program has achieved its short- and long-term objectives. The data collected are directly tied to a program's goals and objectives. Examples of ***outcome*** data are:

- Percentage of homework assignments completed by students in the program.
- Increase in school attendance.
- Increase in enrollment in and successful completion of college preparatory mathematics courses.

- Teacher reports of positive changes in student behavior and attitude.
- Reduction in the dropout rate.
- Reduction in the number of teen pregnancies.
- Enrollment in a postsecondary education program.

Many successful mentoring programs use persons from outside the program to conduct evaluations. Evaluation information is important not only to assess the progress the program has made but also to determine whether students' needs have changed since the program began. Evaluation can also serve a valuable purpose by assuring sponsors that the program really is meeting its goals and objectives and that it merits continued funding.

Success Story: Intensive One-on-one Mentoring in Big Brothers Big Sisters of America Reduces Risky Behaviors

In Big Brothers Big Sisters of America, students are matched with carefully selected adult mentors who serve as role models and offer care and support. A comparative study of 959 students who applied to Big Brothers Big Sisters programs in 1992 and 1993 (conducted by Public/Private Ventures) found that after 18 months, students who had been matched with a Big Brother or Big Sister were significantly less likely to engage in several forms of risky behavior than similar students who had been assigned to a waiting list during the same period. The study found that students who had been matched with a Big Brother/Big Sister were:

- *46 percent less likely to begin using illegal drugs.*
- *27 percent less likely to begin using alcohol.*
- *53 percent less likely to skip school and 37 percent less likely to skip a class.*
- *More confident of their performance in schoolwork.*
- *Less likely to hit someone.*
- *Getting along better with their families and peers.*

Big Brothers Big Sisters program participation was also found to have "lowered violent behavior by 33%." The Little Brothers and Little Sisters met with their Big Brothers and Big Sisters for an average of almost 12 months, with meetings about three times per month, lasting about four hours each time. More than 60 percent of the sample were boys, and more than half were members of minority groups, mostly African-Americans. The effects were sustained for both boys and girls, and across races.

SECTION

3

RESOURCES

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ADDITIONAL PROFILES OF MENTORING PROGRAMS

The I Have A Dream Foundation

The "I Have a Dream" Program (IHAD) originated in 1981 with businessman Eugene Lang's promise to give each sixth-grade student at his alma mater, P.S. 121 in East Harlem, a scholarship for college after they graduated from high school. Upon learning that 75 percent of the students were projected to drop out of school before graduation, Lang organized a program of support services to keep them in school so that they could eventually take advantage of his scholarship. Lang's efforts succeeded: of the 54 original Dreamers who still remain in contact with IHAD, more than 90 percent have their high school diplomas or GED certificates, and 60 percent went on to higher education.

IHAD has since grown to include 160 projects in 57 cities, serving over 10,000 children, or "Dreamers." The program has also become more comprehensive, operating year-round, providing an after-school program, and emphasizing community service. Sponsors adopt entire grades of elementary school children in schools or public housing developments, and commit to providing the Dreamers with academic support, cultural and recreational activities, and individual attention for the 12 to 15 years that they will be in the program.

According to Lang, the secret of his program's success is the sustained personal commitment made by the sponsor, rather than the promise of a scholarship. As the sponsor of the original IHAD class, Lang and a social worker met every week with the students, and Lang spent Saturdays with the children and met their parents and relatives. The children always had access to Lang or the social worker to discuss any problems. When Lang established the "I Have a Dream" Foundation in 1986, he turned down potential sponsors who wanted only to offer money and not to provide the personal mentor commitment. Thousands of sponsors and volunteers have become personally involved in IHAD, including enriching inputs from businesses, community groups and over 200 colleges and universities.

The continued success of IHAD is reflected in many studies of local programs. A study of Dreamer classes in Chicago conducted by the University of Illinois found that 75 percent of Dreamers in the class of 1997 graduated from high school, compared with only 37 percent of students in a control group. Nearly 85 percent of these students enrolled in college the following fall. In Denver, 80 percent of the 1995 class of Dreamers graduated from high school on time, and an additional 7 percent graduated the next year. Two-thirds of these Dreamers went on to college or vocational training. In all, IHAD reports that some 3,000 Dreamers currently attend nearly 400 different colleges and universities across the country.

The Fulfillment Fund

For two decades the Fulfillment Fund, a privately funded, nonprofit organization, has provided assistance to economically disadvantaged youth in Los Angeles to help them complete middle school and high school and pursue higher education. Through a variety of programs, including the Mentor Program and the College Pathways Project, the Fulfillment Fund now serves over 1,500 students annually. In 1998, the Fulfillment Fund was named the number one mentoring program in the state of California by the California Mentor Initiative.

In the Mentor Program, the Fund identifies students who demonstrate the potential to attend college but are unlikely to do so on their own. These students often come from families in which no other member has attended college. The program matches students with an adult mentor who agrees to meet with the student six to twelve hours per month and talk weekly by phone from the time the student is in eighth grade through high school graduation. Mentors are successful adults who are carefully screened by Fulfillment Fund staff, and attend a two-day training session where experienced mentors and current students help the new mentors learn to bridge cultural differences, understand adolescent development, build communication skills, and understand the program's goals and policies. New mentors also receive instruction about when it is necessary to refer problems to social service agencies. Throughout its duration, Fund case managers closely monitor the relationship. Approximately 450 mentor-student teams are currently in the Mentor Program.

Individualized college preparation plans are developed for each Mentor Program student under the direction of a professional college counselor, and each year the mentor-student pair may attend up to three college site visits that have been arranged by the program. Students also receive a wide variety of college information and take classes to help them prepare for college entrance exams. Additionally, Mentor Program students may participate in the Fund's Drug Education, Community Service and study skills training programs.

The program also requires parental permission and involvement, and over the course of the year the Fund sponsors events for parents and their children, including sessions on financial aid, the college admission process and the transition to college. Most of the program's oral and written information for parents is available in both English and Spanish.

The Fulfillment Fund is also the largest private donor of scholarships to graduating high school students in the greater Los Angeles area, and provides all graduating students in the Mentor Program with a guaranteed scholarship for up to five years of college or vocational school. However, Fulfillment Fund students are told that the Fund does not give charity, and each student promises over the subsequent twenty years to repay the Fund by serving as a mentor for at least three young people in their communities. The Fulfillment Fund indicates that 86 percent of the students who start the program in the eighth grade finish the five-year program and graduate from high school, compared to only 63.5 percent of their fellow students in the L.A. Unified School District. Over 90 percent of the Fund's high school graduates go on to college, compared to approximately 63 percent of their fellow students.

Project GRAD, Houston, Texas

Project GRAD (Graduation Really Achieves Dreams) is a school-community collaboration established in the 1993-1994 school year to improve the instructional quality and school environment for at-risk children in Houston's inner city schools. At the core of this effort is bold, research-based curricular reform to promote high standards in math, reading and language arts. This reform is accompanied by comprehensive services, including parental involvement, classroom instruction, social services, and tutoring, mentoring and counseling, that focus on the whole child from kindergarten through high school. Also, Project GRAD promises all 9th grade students a $1,000 per year college scholarship if they meet basic academic criteria. The scholarship incentive encourages parents and teachers to discuss college as a real objective for students, and it offers students a reason to perform academically. Over the long-term, Project GRAD aims to reform K-12 education so that every kindergarten student is insulated from academic failure, graduates from high school, and pursues higher education.

The project works with whole networks of schools, or "feeder systems," which include elementary through high schools, to help develop a consistent emphasis on high standards for all students throughout the school system. Currently, 24 schools in Houston and over 17,000 Hispanic and African American students are involved with Project GRAD. This massive effort is supported by a partnership of school, corporate, and community-based organizations and foundations, with almost 90 percent of funds coming from the private sector and individuals.

In the past three years, the rates of high school graduation and college enrollment have quadrupled in these Houston schools, and student test scores have improved dramatically. Discipline problems have virtually disappeared, and the teen pregnancy rate has dropped by 50 percent. Project GRAD is gaining recognition as one of the largest and most successful efforts of its kind, and it is being used as a model for reform efforts in cities across the country.

The U.S. Navy Personal Excellence Partnership Flagship

The U.S. Navy Personal Excellence Partnership (PEP) Flagship recruits leadership, military, reservist, and civilian Navy personnel, as well as family members, to provide tutoring, mentoring, and technical expertise, and serve as role models to encourage youth to develop to their fullest potential.

Program goals include motivating students to stay in school, expanding community and parent involvement and improving the quality, productivity and effectiveness of public education. The focus of specific programs varies. For example, Adopt-a-School provides tutoring, lectures, field trips and pen pals; Saturday Scholars is a one-on-one tutoring program; and Math/Science Initiative offers personnel with high-tech skills to help teachers and secondary school students increase their math, science, and computer skills.

All PEP programs are managed by naval commands and activities at the local level. Each service command and activity is encouraged to appoint a representative to coordinate with the school, who is responsible for ensuring that volunteers demonstrate Navy core values of honor, courage, and commitment. The coordinator also ensures that Navy volunteers have received the proper orientation and training needed to develop effective teaching techniques. The Navy Community Service Program, a small staff in the Bureau of Naval Personnel, provides program guidance, technical assistance, and a newsletter for participants.

PEP collaborates with local commands and public and private sector organizations to form over 1,000 community partnerships nationwide. These partnerships include diverse community teams of young people, non-profit organizations, communities of faith, schools, and businesses. Some of the most common partnerships involve parent-teacher-student associations, Navy League, Kiwanis, and Chambers of Commerce. The program reports that 14,000 volunteers work with nearly 150,000 young people through PEP.

San Antonio Prefreshman Engineering Program (San Antonio PREP)

San Antonio PREP was begun in 1979 to promote engineering and science degrees and related careers among middle and high school students. The program is held for eight weeks over the summer at various college and university campuses and includes classroom work, laboratory work, field trips, special activities, mentoring sessions, and seminars. San Antonio PREP attempts to develop students' reasoning and problem solving skills through the study of engineering, computer science, mathematics, physics, probability and statistics, and technical writing. Students also practice taking the Scholastic Aptitude Test (SAT) and Texas Assessment of Academic Skills (TAAS) tests. Instructors include faculty members, Officers of the Navy and Air Force, engineers, mathematicians, scientists, and high school teachers. Students are graded in their classes and must maintain an average of 75 or better throughout the program; their final grade is sent back to their school for possible credit.

Each year approximately 7080 undergraduate science and engineering majors serve as program assistant mentors with San Antonio PREP. Each campus site recruits mentors, most of whom are Mexican American, and many of whom are former PREP students. Program assistant mentors meet with their students for one hour each day to discuss classes or work on homework or laboratory projects. Mentors also serve as teacher aides and help to make sure students are in the appropriate place at the appropriate time. Mentors are given a choice of groups and are also interviewed to determine appropriate placement. If a match of a program assistant mentor with a group is not successful, mentors may change roles, such as helping with special projects or laboratories. Program staff also includes approximately 60 junior program assistants (high school students who have completed three years of the program and serve as peer tutors). Instructors prepare and conduct classes, work with the mentors to provide guidance and help with preparations for mentoring sessions, and meet with individual students.

Since the program's inception, 7,146 students have attended and completed successfully at least one summer session. On average, 1,200 students enroll in the program each year, and 1,000 to 1,100 complete the summer session with a passing grade. Throughout the program's existence, minorities—including Native Americans, African Americans, Hispanics, and Asians—have constituted 79 percent of the students. Fifty-four percent of the students have been female and 50 percent have been from low income families. Each summer a follow-up survey of all past PREP students is conducted. About 56 percent of all college-age former PREP students responded to the 1997 survey, and of these, 99.9 percent graduated from high school and 92 percent were either college students or graduates. Eighty percent of college attendees graduated. Fifty-three percent of the college graduates were science or engineering majors.

The PENNlincs Math Mentoring Program

In 1995, Dr. Katherine St. John joined forces with PENNlincs at the Institute for Research in Cognitive Science to create the PENNlincs Math Mentoring Program. The program is designed to help students boost their mathematical thinking and problem solving skills, explore different ways of using mathematics to solve problems, and promote and sustain their interest in mathematics. With close cooperation from the University of Pennsylvania's Math Department, PENNlincs recruits graduate and undergraduate mentors and matches them with groups of students in three local public junior high schools in Philadelphia. Many of the mentors are mathematics majors, but others come from a variety of other departments and have an interest in math. Additionally, mentors are pursuing a variety of different career paths, including mathematics, teaching, science, engineering, and business.

The program operates within partner schools, and is tailored to meet individual classroom needs. Mentors work in teams, with 3 or 4 mentors traveling to schools together. In two schools, entire classes of 7th and 7th grade students participated in the program once per week as part of their regular schedule. In one high school, students signed up for the program as an elective and attended during their lunch period. Mathematics activities are the major focus of mentoring sessions and most involve hands-on material or concrete situations that pose a mathematical problem or invite a new kind of mathematical thinking. Mentors also host students on visits to the University of Pennsylvania campus, where students visit research labs, tour the campus, see dormitories, and have lunch in the dining halls with their mentors. Mentors are encouraged to discuss the value of studying mathematics and the reasons that they enjoy doing so, as well as the relationship between their preparation in mathematics and other areas and their career goals, and how they feel about being a college student.

The Berkeley Pledge, University of California, Berkeley, California

The goal of the Berkeley Pledge, established in September 1995, is to preserve the diversity of the campus through stronger partnerships with K-12 schools and districts; statewide recruitment activities; removal of financial barriers to university study; enhancement of Berkeley's undergraduate support programs; and promotion of undergraduates to graduate study and professional careers. The Berkeley Pledge Partners include other UC campuses, K-12 administrators and teachers from the four surrounding school districts, community non-profit agencies, school volunteer placement programs, industry partners, city and government funding agencies, and Berkeley's Interactive University project (a U.S. Department of Commerce-funded project linking UC Berkeley and K-12 schools through the Internet). In the 1998-1999 academic year, the neighboring community colleges and California State University campuses will join the partnership.

Through the pledge, over forty schools with high-minority, low-income populations receive targeted services for teachers, students, and parents, as well as assistance with curriculum enrichment. These programs include one-on-one and group activities for students, as well as in-class support to the teachers. Mentors and tutors serving in this program are UC faculty, staff and students, as well as community volunteers.

There have been significant gains in student mathematical achievement in participating elementary and middle schools, as well as increases in enrollment and performance in college preparatory mathematics and advanced math classes. Future evaluations will measure literacy gains, individual and class grade point averages, standardized test scores, in-house assessments, college prep course enrollments and grade performance in these courses, college applications and enrollments.

CHECKLIST FOR MENTORING PROGRAMS
from the National Mentoring Partnership

1. **A Statement of purpose and a long- range plan that includes:**
   - Who, what, where, when, why and how activities will be performed.
   - Input from originators, staff, funders, potential volunteers and participants.
   - Assessment of community need.
   - Realistic, attainable, and easy-to- understand operational plan.
   - Goals, objectives and timelines for all aspects of the plan.
   - Funding and resource development plan.

2. **A recruitment plan for both mentors and participants that includes:**
   - Strategies that portray accurate expectations and benefits.
   - Year-round marketing and public relations.
   - Targeted outreach based on participants' needs.
   - Volunteer opportunities beyond mentoring.
   - A basis in your program's statement of purpose and long-range plan.

3. **An orientation for mentors and participants that includes:**
   - Program overview.
   - Description of eligibility, screening process and suitability requirements.
   - Level of commitment expected (time, energy, flexibility).
   - Expectations and restrictions (accountability).
   - Benefits and rewards they can expect.
   - A separate focus for potential mentors and participants.
   - A summary of program policies, including written reports, interviews, evaluation and reimbursement.

4. **Eligibility screening for mentors and participants that includes:**
   - An application process and review.
   - Face-to-face interview and home visit.
   - Reference checks for mentors, which may include character references, child abuse registry checks, driving record checks and criminal record checks where legally permissible.
   - Suitability criteria that relate to the program's statement of purpose and needs of the target population. Could include some or all of the following: personality profile; skills identification; gender; age; language and racial requirements; level of education; career interests; motivation for volunteering; and academic standing.
   - Successful completion of pre-match training and orientation.

5. **A readiness and training curriculum for all mentors and participants that includes:**
   - Trained staff trainers.
   - Orientation to program and resource network, including information and referral, other supportive services and schools.
   - Skills development as appropriate.
   - Cultural/heritage sensitivity and appreciation training.
   - Guidelines for participants on how to get the most out of the mentoring relationship.
   - Do's and Don'ts of relationship management.
   - Job and role descriptions.
   - Confidentiality and liability information.
   - Crisis management/problem-solving resources.
   - Communication skills development.
   - Ongoing sessions as necessary.

6. **A matching strategy that includes:**
   - A link with the program's statement of purpose.
   - A commitment to consistency.
   - A grounding in the program's eligibility criteria.
   - A rationale for the selection of this particular matching strategy from the wide range of available models.
   - Appropriate criteria for matches, including some or all of the following: gender; age; language requirements; availability; needs; interests; preferences of volunteer and participant; life experience; temperament.
   - A signed statement of understanding that both parties agree to the conditions of the match and the mentoring relationship.
   - Pre-match social activities between mentor and participant pools.
   - Team building activities to reduce the anxiety of the first meeting.

7. **A monitoring process that includes:**
   - Consistent, scheduled meetings with staff, mentors and participants.
   - A tracking system for ongoing assessment.
   - Written records.
   - Input from community partners, family and significant others.
   - A process for managing grievances, praise, re-matching, interpersonal problem solving and premature relationship closure.

8. **A support, recognition and retention component that includes:**
   - A formal kickoff event.
   - Ongoing peer support groups for volunteers, participants and others.
   - Ongoing training and development.
   - Relevant issue discussion and information dissemination.
   - Networking with appropriate organizations.
   - Social gatherings of different groups as needed.
   - Annual recognition and appreciation event.
   - Newsletters or other mailings to participants, mentors, supporters and funders.

9. **Closure steps that include:**
   - Private and confidential exit interviews to debrief: participant and staff; mentor and staff; mentor and participant without staff.
   - Clearly stated policy for future contacts.
   - Assistance for participants in defining next steps for achieving personal goals.

10. **An evaluation process based on:**
    - Outcome analysis of program and relationship.
    - Program criteria and statement of purpose.
    - Information needs of board, funders, community partners and other supporters of the program.

MENTORING PROGRAMS PROFILED IN THIS BOOK

The Berkeley Pledge
Anita Madrid, Berkeley Pledge Coordinator
200 California Hall #1500
University of California-Berkeley
Berkeley, CA 94720-1500
(510) 643-5088
http://haas.berkeley.edu/bpledge/

The Fulfillment Fund
1801 Avenue of the Stars, Suite 250
Los Angeles, CA 90067
(310) 788-9700
http://www.fulfillment.org

HP E-Mail Mentoring Program
David Neils, Program Manager
Hewlett-Packard Company
3404 East Harmony Road, Mailstop 3B
Fort Collins, CO 80525
(970) 229-4742
http://mentor.external.hp.com

Middle School Math and Science Project
Sharon Sledge, Division Chair of Science and Math
San Jacinto College
8060 Spencer Hwy
Pasadena, TX 77501-2007
(281) 476-1804

New Mexico MESA (Mathematics, Engineering, Science Achievement), Inc.
Evangeline Sandoval Trujillo, Program Director
2808 Central Avenue, SE
Albuquerque, NM 87106
(505) 262-1200
http://nmmesa.nmt.edu

PENNlincs
Christine Massey, Director of Education Outreach
Institute for Research in Cognitive Science
University of Pennsylvania
3401 Walnut Street, Suite 400A
Philadelphia, PA 19104-6228
(215) 573-6293
http://www.cis.upenn.edu/~ircs/pennlincs

Project GRAD
Sharon Jacobson, Operations Director
1100 Louisiana Street
Suite 450
Houston, TX 77002
(713) 757-5973

San Antonio Pre-freshman Engineering Program (San Antonio PREP)
Manuel P. Berriozabal, Director
The University of Texas at San Antonio
6900 North Loop 1604 West
San Antonio, TX 78249-0661
(210) 458-4496

SummerMath
Charlene and James Morrow, Co-Directors
Mount Holyoke College
South Hadley, MA 01075
(413) 538-2608
http://www.mtholyoke.edu/proj/summermath/

Telementoring Young Women in Science, Engineering, and Computing
Dorathy T. Bennett
EDC Center for Children and Technology, 7th Floor
96 Morton Street
New York, NY 10014
(212) 807-4203
http://www.edc.org/CCT/telementoring/

U.S. Navy Personal Excellence Partnership Flagship
LCDR Kathy Rivinius
Navy Community Service Program, Pers 605
5720 Integrity Drive
Millington, TN 38055-6050
(901) 874-4270
http://mintaka.spawar.navy.mil/usn/ncsp/

NATIONAL ORGANIZATIONS

American Association of Retired Persons—National Retired Teachers' Association
601 E Street, NW
Washington, DC 20049
(202)434-2380
http://www.aar.org/nrta

America's Promise
909 North Washington Street
Suite 400
Alexandria, VA 22314-1556
(703)684-4500
http://www.americaspromise.org

Big Brothers Big Sisters of America
230 North 13th Street
Philadelphia, PA 19097
(215)567-7000
http://www.bbbsa.org

Campfire Boys and Girls
4601 Madison Avenue
Kansas City, MO 64112
(816)756-1950
http://www.campfire.org

Campus Compact
Brown University
P.O. Box 1975
Providence, RI 02912
(401)863-1119

Girl Scouts of The USA
1025 Connecticut Avenue, N.W.
Suite 309
Washington, DC 20036
(202)659-3780

The "I Have A Dream" Foundation
330 Seventh Avenue, 20th Floor
New York, NY 10001
(212)293-5480
http://www.ihad.org

Junior Achievement
One Education Way
Colorado Springs, CO 80906
(719)540-8000
http://www.ja.org

Juvenile Mentoring Program (JUMP)
U.S. Department of Justice
Office of Juvenile Justice and
Delinquency Prevention
633 Indiana Avenue, NW
Washington, DC 20531

Mentoring USA
113 East 13th Street
New York, NY 10003
(212)253-1194
http://www.helpusa.org/goiongon.html

National Association of PARTNERS IN EDUCATION
901 North Pitt Street
Suite 320
Alexandria, VA 22314
(703)836-4880
http://www.partnersineducation.org

The National Mentoring Partnership
1400 I Street, N.W.
Suite 850
Washington, DC 20005
(202)729-4341
http://www.mentoring.org

Partnership for Family Involvement in Education
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202
(800)USA-LEARN
http://www.ed.gov/PFIE

Public/Private Ventures
One Commerce Square
2005 Market Street, Suite 900
Philadelphia, PA 19103
(215)557-4400

Retired and Senior Volunteer Program
Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
(800)94-ACORPS
http://www.cns.gov/senior/index.html

Think College Early
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202
(202)205-3687
http://www.ed.gov/thinkcollege/early

YMCA OF THE USA
1701 K Street, N.W.
Suite 903
Washington, DC 20006
(202)835-9043
http://www.ymca.net

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